Synopsis

On

IMPACT OF VALUE BASED EDUCATION ON HOLISTIC PERSONALITY DEVELOPMENT AND MANAGEMENT OF ACADEMIC STRESS IN HIGHER EDUCATION INSTITUTIONS OF INDIA

In

MANAGEMENT

BY

PRIYANKA SINGH

(Research Scholar)

UNDER THE SUPERVISION OF

Dr. SANJAY BHUSHAN

(Supervisor)

&

Dr. SUNITA KUMARI

(Co-Supervisor)

Department of Management

FACULTY OF SOCIAL SCIENCES

DAYALBAGH EDUCATIONAL INSTITUTE

(DEEMED UNIVERSITY)

DAYALBAGH

AGRA – 282005 (U.P.)

CONTENTS **PAGE NO.**

SECTION 1: INTRODUCTION……. 1-12

1.1INTRODUCTION TO VALUE BASED EDUCATION…….1-2

1.2 PERSONALITY DEVELOPMENT……. .3- 4

1.3 STRESS AND STRESSORS…….4- 6

1.4 ACADEMIC STRESS…….6- 8

1.5 WORKPLACE STRESS…….. ..8- 9

1.6 NEED OF THE STUDY ……. 9

1.7 SELECTED INSTITUTIONS OF HIGHER EDUCATION…….... ..9- 12

SECTION 2: LITERATURE REVIEW- Synthesized form…….. 13-20

2.1 VALUE BASED EDUCATION…… 14- 16

2.2 PERSONALITY DEVELOPMENT……16- 17

2.3 STRESS MANAGEMENT……..17- 18

2.4 ACADEMIC AND WORKPLACE STRESS……..18- 20

SECTION 3: OBJECTIVES AND HYPOTHESIS…….. 21- 22

3.1 OBJECTIVES OF THE STUDY…… 21

3.2 HYPOTHESIS…… 21- 22

SECTION 4: RESEARCH METHODOLOGY…… 23- 30

4.1 NATURE…… 23

4.2 SOURCES OF DATA…… 23

4.3 SAMPLING TECHNIQUE……. 23- 24

4.4 GEOGRAPHICAL AREAS……24-25

4.5 SAMPLE SIZE……...25- 27

4.6 SAMPLE COMPOSITION…….. .27-28

4.7 STATISTICAL TOOL FOR ANALYSIS……..… 28-29

4.8 GANTT CHART……... 30

SECTION5: PROPOSED CHAPTERISATION…… 30-31

REFERENCES

SECTION 1

1.1 Introduction to Value Based Education

Education is the medium of awareness, success and self-preservation. Education gives a stage to succeed and the knowledge of character, self-respect, social conduct and strength. The utmost gift that education gives is knowledge of set of values and genuine science. The values comprise the simple difference between wrong and right, the significance of self-respect and hard work. Education is constant learning experience from followers and their leaders, success as well as failures, people and then grooming up as we wanted to become in life. Value education is considered as means which provides a purpose in life at the same time of providing professional knowledge. This is the high time to reconstitute education on the basis of values, since today's education system moulds individual and technocrats but not good citizens. An individual think for himself, while citizen thinks about society. Academicians and seniors should articulate the necessity to understand the need for students, purpose of education and values in human life respectively.

Education based on values is development of an individual in three folds irrespective of their gender and age. It endeavors in developing three aspects which are character, physique and mentality as well. Even though mentality as well as physique is significant, yet becomes a threat without character. Learning is a creative way of inculcating emotional, psychological, moral, physical, aesthetic, intellectual and spiritual dimensions of the developing student. Value Based Education gives opportunity for students to know the purpose of life during connections to spiritual and moral values like peace and compassion for community and environment. In addition to that it helps to increase zealous of learning and fundamental respect of life. It can be possible by the way of set academic courses which compress world to instructional packages, by direct engagement of student with environment. Education helps to develop the skills to meet the challenges and ability to value freedom; it must expand the ability to recognize and accept those values which survive in the diversity of gender, individuals, and cultures and develop the ability to co-operate, share and communicate with others; it may also develop the capability of non-violent conflict resolution and

encourage the development of inner peace of mind of students therefore they can establish determinedly the qualities of sharing, compassion, tolerance and caring; it should develop in citizens the capacity to make informal choices; it be obliged to teach citizens to respect the cultural heritage, adopt methods of production, consumption and protect the environment which leads to sustainable development with harmony between individuals and collective values and between instant basic needs and even long-term benefit. And finally it helps to cultivate feelings of equity and solidarity at higher levels.

Categories of Values

Value may be classified as follows:

1. **Personal values:** Hygiene, personal cleanliness, dignity of labour, sincerity, health punctuality, regularity, self-worth, and cooperation, free from dogma and superstitious, open-mindedness, positive scientific attitude, search for perfection, self- respect and self- reliance.

2. **Intellectual values:** Freedom of thought, knowledge, mental evolution, convergent and divergent thinking, critical observation, inquiry and investigation, critical observation, imaginative and creative thinking and systematic reasoning

3. **Spiritual and environmental values:** Inclusiveness, pluralism, self-realization, conformity with natural law, and harmony with religious doctrines.

4. **Moral values:** Self-control, devotion to duty, patriotism, nation, love for family society, honesty and sincerity.

5. **Social values:** Respect for all religions, cooperation, tolerance, environmental protection and preservation, good manners and etiquettes, Art and Culture, social justice love for family,

international understanding politeness, respect for parents, teachers and neighbors', society and nation.

1.2 Personality Development

Personality is the aggregate of ways in which an individual interacts and reacts with others. Personality generally refers to all what is unique about a person, the characteristic that makes him/her stand out in a crowd. Personality development is process of developing a personality cult accordingly to create a strong positive impression about person on targeted group and in general. For holistic development of students, there is a need of moral, ethical physical, spiritual and emotional development. Aim of quality education is to make holistic development of learners. Teaching moral values will help to have enriched and refine personality by the development of moral, aesthetic and spiritual aspect of one's personality. Democratic qualities also need to be groomed like social justice, dignity, equality, fraternity liberty etc. Corporate and higher education institutions of India have defined personality development by the way of improving communication skills and interpersonal skills which may include time and stress management, leadership, group dynamics, motivation, performance appraisal, negotiation, conflict resolution, team building etc. A moral value gives feeling of cooperation and fellow with people. It could strengthen youngster's commitment towards their personal values like care, compassion and self esteem. It would assist individual to resolve some value conflicts and fixing standard of their behavior. On the other hand, social values include numerous influences on society and set benchmark for person to act wisely to gain harmonious as well as democratic life. Moral values are required for inculcating some qualities like honesty, courtesy, sacrifice, tolerance, humility, truthfulness etc. among the youth which help to develop positive attitudes for society and make them raising their voice for injustice. Personality development helps to improve students in lines of Leadership quality, communication skill, improvement in skill and attitude, team spirit etc.

Specific skills needed to develop within students for personality development can be summed up as follows:-

- Thinking and problem solving skills
- Ethics, morals and professionalism
- Appearance
- Communication skills
- Team spirit
- Leadership skills, etc.

1.3 Stress and Stressors

1.3.1 Stress:

"Stress occurs when perceived pressure exceeds your ability to cope" - **Cooper & Palmer (2000)**

"Stress is perceived as an imbalance between demand and response capability under the condition where failure to meet demands has important consequences"- **McGrath (1970**)

Stress is considered as an essential and unavoidable association of daily livelihood. Without stress human being would be lethargic creatures hence it is indispensable and unavoidable as it relates with any external event, which is either anxiety producing or pleasurable for an individual.

Stress is the body's normal response towards any intense mental, emotional or physical requirement which is placed by others or own. Anything which causes of stress that exists perceived as stressor. Stress might be circumstances that bring negative feeling and thoughts within a person. Phase of education life for student might be most interesting. Along with the rapid development of information and upgrading during the scientific era, competitiveness among individuals has become increasingly intense which results in busier life which naturally adds stress. An individual reaction for stress depends on perception of stress that is challenges or threat that determines whether it causes physical or psychological symptoms of stress in the individual. . New places, new friends and new challenges

can make a student life occasionally stressful. Threatening stimulus may result in anxiety, depression, social dysfunction and suicidal tendency while challenging stimulus results as positive such as improved performance and motivation. Adequate levels of stress facilitate to improve the individual's performance whilst extreme amounts of stress can lead to decline performance. Though suitable stress is a juncture for self-growth, it can be treated as motivation to progress actively. It affects our feelings and thoughts and even our behavioral model. On the other hand, distress causes discomfort, problems and can have severe negative effects on person. Student usually encounters stress when they took step on a completely new education environment. Majority of student will feel the effect on particular point of time in their educational phase. The effect of stress includes three major types' which are Physiological, Psychological and Behavioral effect which can be identified by symptoms of stress noticed within an individual.

1.3.2 Meaning of Stressor

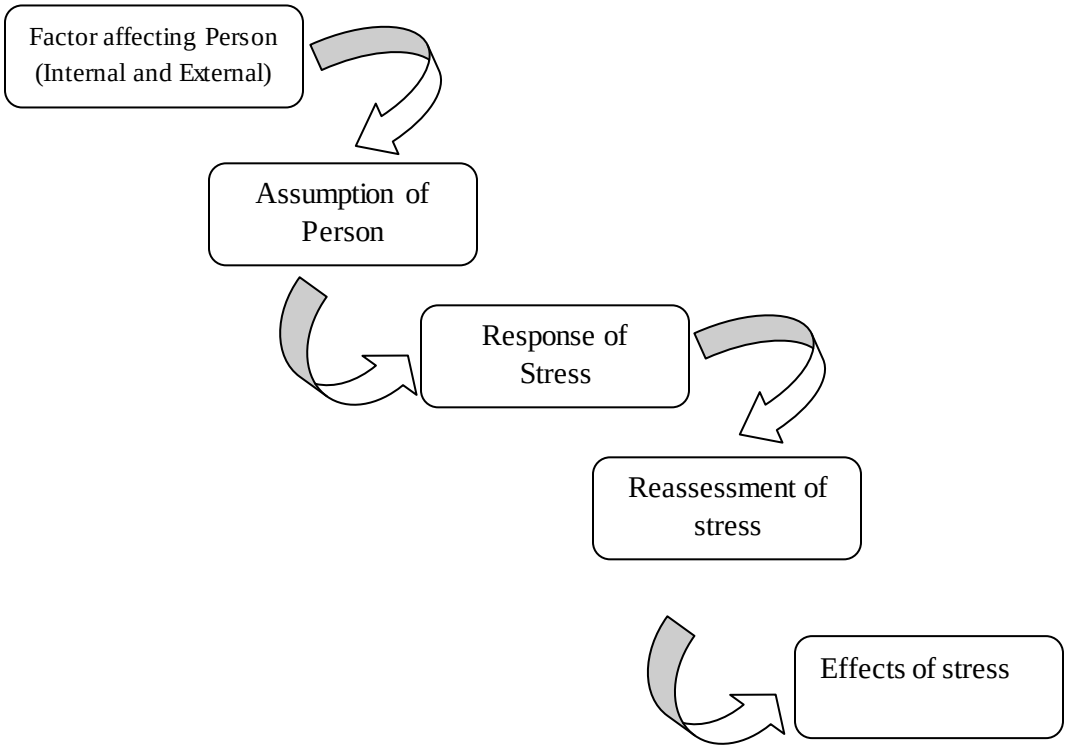
Internal Factors: It includes fear of inadequacy, non specific fear, internal conflict and guilt feeling etc.

External factors: It includes the factors outside environment like values conflict, monotony, authority use, excessive responsibility and lack of opportunities etc.

Stress takes place when person is confronted by circumstances which perceive to be irresistible and not able to cope up. The various causes for stress of an individual are known as stressors. Some examples are: interpersonal relations between co-workers, demands of work assignments, social obligation, and one's relations with social group. Strain connected to stressor and stress refers as consolidated effects of stress which uttered as variation to usual patterns of behavior and activity and

therefore constitutes to display the effect to stressful events. Stressors can be described as feeling of excessive work within less time to, or anything which makes someone frustrated and become almost irritable. Students are mainly affected by continuing and enduring experiences, particularly those on whom they do not have control. Daily hindrances faced usually form the main reason behind stress occurrence among students. Academic performance is one of the reasons for students' high stress. Psychological, physical, behavioral, and academic difficulties are considered as stressor for college students. Various other stressors include attendance, inadequate instructional methods, academic workload, disorganization surrounding, and poor environment of classroom environments, teacher-student relationships and academic performance.

1.3.3 Process of Stress



1.4 Academic Stress

In the context of above, academic stress may include various causes led to stress which might consist of student's perception on broad knowledge base which is needed and perception of insufficient time.

Stress among students have also include various other stressors like failures, feeling of competition, many assignments, poor colleagues' relationships and academicians. Students' experience stress while grade competition, huge course in small span of time. Institutional level causes of stress are semester system, overcrowded class and inadequate sources for academic work.

The pressure for good performance in test or exams and less time to achieve the same makes educational environment more stressful. Analyzing various stressors will be helpful for administration to examine and controlling factors of stress which might be responsible for stress among students. An additional cause is complexity of gaining social identity. This is quiet hard to find companion and maintaining relationship, shortage of time and opportunities to develop association.

Therefore, stressor affecting students can be classifying as time, health, academic, financial and self-imposed. College students normally faced hindrances to overcome in order to achieve their optimal performance in academic. Different stressors like social activities and time management may all pose their own threat to academic performance of student. Stress factors as academic situational constraints may diminish student's academic performance. It can have a direct impact upon the learning experience for students. College students might actually feel the exhausted thought due to education circumstances which require extreme effort and not includes supportive mechanisms which would assist in managing. The burden on students is time limit and pressure of exams and tests, therefore students become victims of stress. Stress seems negatively or becomes excessive, learner experience psychological and physical impairment. Various methods to minimize academic stress often include effective management of social group and time and positive reappraisal.

Academic stress includes various variables which are having influence on the process of stress. The influence of stress can be negative or positive on a student which further involves various other sub groups. The main variables are as follows:

- Individual factors
- Professors

- Social support group
- Administration
- Counselors

1.5 Workplace Stress

Workplace stress is the stress levels that cause deterioration in the employees' performance. There are various factors of stress different at workplace which influence stress level experience by individual. (Cole, 2000) analyzed the potential factors of work which are highly dependent on individual's self confidence level, individual's perception for the problems, uncertainty and significance outcome of work performance.

- Individual factors- Every person's aptitude to manage effectively with stress is significantly influenced with personal attributes like particular skills, reactions, temperament, job commitment and talents etc.
- Job character- The manner job is place altogether would causes stress. For example presence of conflicting tasks and inquiry about individual, personal discretion likely increases potential for stress.
- Working relationships- The level of working relationships with ones colleagues, harassment at work and influence of superior on stress.
- Culture within organization- Culture of the organization may follow hierarchy, autonomy, dominant culture (if encouraged) then become stressor or mechanism. Dominant culture emphasizes on maximum effort, hard work, less supportive leaders and not tolerating mistakes.
- External environment- The pace as well as nature of work is influenced by regular changes in this environment like competitive, technological or economical; individual persons who are dissatisfied with regular changes and becomes stressed out.

People have their unique behavior. Different personalities exist, as few can function well in case of extreme stress and others may not. Likewise, one's tolerance for self esteem, work, ambiguity, patience and health can affect person's response to stress.

1.6 Need of the study

The current ambition of the nation is to make addition of India in the list of developed nation in coming future and hope to occupy right place in the counting of nations having worldwide power. Building social order within the nation which is harmonious, just, egalitarians as well as civilized together with economic growth and material prosperity. All these needed growing demand of extremely educated, capable, effective individual to run and lead diverse economic and social organization of contemporary and future society of India. In addition to the functional and technical skills, competence, people should possess moral rectitude of high degree and should have strong dedication to utilize their skills as well as knowledge for human and social advancement. Therefore it is essential to establish structured and planned structure of quality education to assimilate social, moral and human values with current structure of higher education. Some higher education institutes are offering value based education by providing education policy concerned for holistic personality development of the students. Value based education makes holistic development of students and help them to manage their stress develops through the daily hassles faced by them not only during at learning process, but also after when they get employed in some organization. The study will help to identify the constraints faced in value education programs. The study will also bridge the learning of higher education at workplace.

1.6 Introduction of Selected Institutions of Higher Education and Learning

(A) BANARAS HINDU UNIVERSITY, VARANASI (CENTRAL UNIVERSITY)

The university promotes the education of Hindu Shastra and Sanskrit literature for preserving Hindus in particular and of the world at large the best thought of culture in Hindus. It promotes building up of

character in youth by religion and ethics as integral part of education. The purpose of strategy statement is to initiate efficient measures for promoting human values and ethics as a fundamental ingredient of education. The education policy includes various programmes which the institution plans to begin for various segments of the university.

The main purpose of value based education is to make student a good human and citizen. It helps to check whether the person be following social, human and cultural orders. The particular sense helps to obey moral responsibilities of an individual towards the society. Therefore the institution may have different curricular and non-curricular programs to develop students such as:

- Common course on human values and ethics for the students
- Specialized courses in context to present issues of values in various specialized fields: e.g. management, medical, engineering and so on.
- Facilitating and Encouraging student participation in community projects and social service work
- Informal seminars and workshops on themes associated with values and problems of values modern era
- Specialized courses for doctoral students themes on ethical issues

(B) DR. BHIMRAO AMBEDKAR UNIVERSITY, AGRA (STATE UNIVERSITY)

The University is making attempt to accomplish the spirit of University motto "Tamso Ma Jyotirgamay" which explains going light from darkness. Ambition of the University is to become a centre of excellence and innovate in the field of education both internationally and nationally. The University is not confined to teach value education, it can satisfy burning aspirations of the students.

- An influential attribute in influencing the education of an academic institution is the search of excellence and constant adherence to high standard in terms of promoting research and imparting knowledge.

- During last 83 years the University has endeavored to remain following these high ideas and evolved respect from the intellectual community and has established rich traditions.
- University has genuinely served the basis of higher education in northern India. The primeval principle of integrating moral values and ethics in education has been the endeavor of the University.
- To inculcate essential values in its academicians and students have been attentively trying to sharpen the curriculum and content of the University.

(C) DAYALBAGH EDUCATIONAL INSTITUTE, AGRA (DEEMED UNIVERSITY)

The institution aims at development of 'a complete man'. Different learning activities lead to not only educational purpose but also develop Social Sensibilities within the students and inculcate Moral and Spiritual Values. Fundamentals and Continuous Assessment, High Performance Standards in the Educational System lead to 'Quality'.

- Since its foundation in 1981, the institution of higher education has successfully implemented comprehensive, value education and innovative system to develop holistic personality of student.
- An education structure which fosters academic performance with holistic growth and targeted to carry the emotional, ethical, physical and intellectual integration of student with the mission of developing 'a complete man'
- Its curriculum includes co-curricular activities and few core courses which encourages the well-formed growth of student. This includes: General Knowledge and Current Affairs, Cultural Education, Scientific Methodology, Rural Development, Co-Curricular activities , Agricultural Operations; Comparative Study of Religion, Social Service i.e. cultural and literary activities, sports and games.
- It comprises with work based programs through practical training in related areas of major subjects.

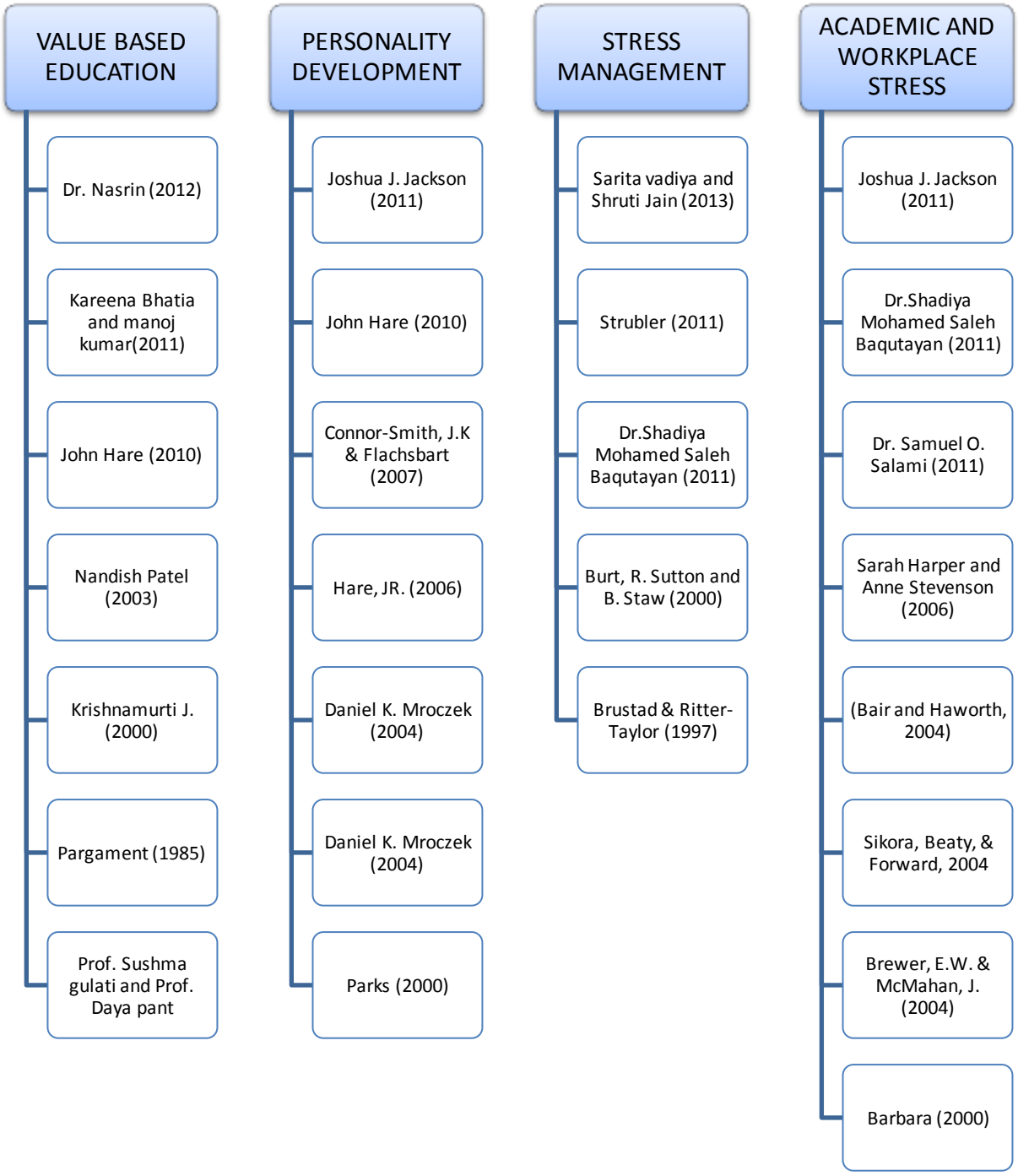
It aims to combine the excellence with contemporary need. Ministry of Human Resource Development set a high power committee which ranked 8th DEI amongst 126 deemed universities of India.

(D) AMITY UNIVERSITY, NOIDA (PRIVATE UNIVERSITY)

The university is zealous to not only make thorough professionals but also a person who is good human being with values. It focuses on growth and progress which can be achieved in life through education, culture and values in life of an individual. The mission of the university is as follows:

- To teach quality education at levels of courses, to carry out research and to provide consultancy and extension services emerging socio-economic needs.
- To set standards that other institute would want to emulate and constantly improve the quality of the teaching-learning process.
- To cater to overall growth, personality and development of intellect and be completely student-centric so that the former students are praiseworthy citizens and highly sought after professionals.
- To empower the staff and the faculty hence the university's ambience is one of cooperative endeavor, harmony, receptive forever and mutual respect.

SECTION 2: LITERATURE REVIEW- Synthesized form


VALUE BASED EDUCATION
Dr. Nasrin (2012)
Kareena Bhatia and manoj kumar(2011)
John Hare (2010)
Nandish Patel (2003)
Krishnamurti J. (2000)
Pargament (1985)
Prof. Sushma gulati and Prof. Daya pant
PERSONALITY DEVELOPMENT
Joshua J. Jackson (2011)
John Hare (2010)
Connor-Smith, J.K & Flachsbart (2007)
Hare, JR. (2006)
Daniel K. Mroczek (2004)
Daniel K. Mroczek (2004)
Parks (2000)
STRESS MANAGEMENT
Sarita vadiya and Shruti Jain (2013)
Strubler (2011)
Dr.Shadiya Mohamed Saleh Baqutayan (2011)
Burt, R. Sutton and B. Staw (2000)
Brustad & Ritter-Taylor (1997)
ACADEMIC AND WORKPLACE STRESS
Joshua J. Jackson (2011)
Dr.Shadiya Mohamed Saleh Baqutayan (2011)
Dr. Samuel O. Salami (2011)
Sarah Harper and Anne Stevenson (2006)
(Bair and Haworth, 2004)
Sikora, Beaty, & Forward, 2004
Brewer, E.W. & McMahan, J. (2004)
Barbara (2000)

2.1 VALUE BASED EDUCATION

Value Based Environmental Education

Dr. Nasrin (2012) discussed in the study that Truth, moral, conduct, harmony; worship and peacefulness are the basic values that should be integrated in the environmental of learning programme. These are worldwide values and correspondingly represent the five province of individual personality. The programme of environmental education based on values can be built implementing different approaches as an inviting prominent thinker, separate subject, essential teachings of great world leaders and organizing co-curricular activities.

A Demand of Value Based Higher Education System in India: A Comparative Study

Kareena Bhatia and Manoj kumar (2011) provide the significance of value based education which helps to develop self-sustainability by adopting employment skills within an individual. India is among top three largest countries in higher education structure. The present paper includes comparative study of India on the basis of ingredients of value education provided by universities of six countries which are United Kingdom, Australia, Brazil, China, South Africa and America. The present paper suggests educational transformation as well as describes the vital aspects of delivering and managing privileged values in universities in India. It gives the need of value based education programs adopted by universities in India.

Holistic education: An interpretation for teachers in the IB programmes

John Hare (2010) explored the intended approach of holistic education that deepen as well as broadening process of education by promoting the development of social skills, encourage personal accountability and positive attitude for learning. Holistic education may credentials provide various advantage which assist to clarify the aim of holistic approach in education for the parents, teacher as well as students.

A Holistic Approach to Learning and Teaching Interaction: Factors in the Development of Critical Learners

Nandish Patel (2003) describes the integration approach quality education practically into teaching process. It helps to groom student's confidence and make them dependent. Self recognizes, making self improvement and social context of learning through the learning procedure and interaction to individual help to know the need. Holistic education results in regular students, satisfied associate and enhance progression.

Life Ahead

Krishnamurti J. (2000) proposed complete person which describe individual with inward and outward understanding which goes mutually. Education learning can be checked by development of student both inward and outward. Outward includes fine in what he/she does whereas inward include understanding, capacity to examine and going beyond.

God Help Me: Toward A Theoretical Frame Work of Coping for the Psychology of Religion

Pargament (1985) observed role of religion in managing the stress process. It can serve becoming a cause itself: become an element to manage the stress and become consequence of stress. Person usually makes use of religion as stress buster to decrease stress.

Education for Values in Schools

Prof. Sushmagulati and Prof. Daya pant - The report discussed the significance of value education, need of quality education in modern age of competition, how values can be acquired through value based education and its impact on holistic personality development and differentiate with the meaning of quality education in the contemporary. It further explains the approaches to values, pedagogy and

strategies to acquire values. Dimensions to map the value based education by dividing into various other sub categories. Finally provide guidelines, its implementation and evaluation process.

2.2 PERSONALITY DEVELOPMENT

The Effects of Educational Experiences on Personality Trait Development

Joshua J. Jackson (2011) highlighted transformation in traits of personality compiled with the learning experience of students. Learning experience of college is anticipated by the personality traits in school life. Examples are going regular, completing home work connect with conscientiousness enlargement. In the same way change in personality trait led by educational experience of student, therefore it includes reciprocal relation between the two.

Holistic education: An interpretation for teachers in the IB programmes

John Hare (2010) identified that holistic education is allied with attribute and behavior as an outcome within a student. Some noteworthy characteristic are reflective approach demonstration, readiness of consistent improvement skills, academic maturity, communication skills, maintaining relationship with skills, integrity and good involvement of behavior and meeting environment etc.

Relationship between personality and coping: A meta-analysis

Connor-Smith, J.K &Flachsbart (2007) perceive that personality of an individual; works as basis of strategies chosen for managing stress and tolerance.

Towards an Understanding of Holistic Education in the Middle Years of Education

Hare, JR. (2006) pointed that formal holistic education helps to develop range of skills, competency and capabilities of behaviour reflection of student. Therefore, outcome of holistic approach is personal behaviour of an individual.

The Effect of Daily Stress, Personality and Age on Daily Negative Affect

Daniel K. Mroczek (2004) emphasized the moderate relation of daily hassles stress and negative effect with their age and neuroticism. Age is positively related to the stress and its negative effects by the way of reactions whenever the level of stress from daily hassles is low.

Big questions, worthy dreams: Mentoring young adults in their search for meaning, purpose, and faith

Parks (2000) emphasized on the significance of mentoring community in nurturing student growth. The researcher explains that individual in their development into youth needs supporting environment as a bridge to nurture and guide them, since they are grow and mature in their development. The socio-cultural environments have an influence on the holistic development of students.

2.3 STRESS MANAGEMENT

A Study on Relationship of Demographic Variables with Stress Felt by Student Community

SaritaVadiya and Shruti Jain (2013) explored the relationship between stress among student community and demographic variables (i.e. gender and age), as the age grows up, students stress level may also increases and capability to manage with the stress is also increases gradually, but no gender difference is present. Female and Male students both felt same stress. Stress is the element of students academic period so there is several stress managing mechanisms for student community which help to conquer stress like student's need to maintain with the course work, take advantage of resources of the campus, get involve within the activity of campus, choose a clear career path and patiently managing all the activity will help to overcome from all the stress.

Framework for International Adjustment Model: A Prescriptive Approach

Strubler (2011) supported that psychological traits and stress management factors needed to

determine the best suited traits of personality to become a successful expatriates, testing alone would not be effective option which gives right result.

The Importance of Religious Orientation in Managing Stress

Dr.Shadiya Mohamed SalehBaqutayan (2011) have make division of coping mechanism of stress adopted by students in four groups which are face stress adopted by students in four groups which are facing stress and struggle to accomplish the target; detaching themselves from situation; minimize stress by religious activities; or accept the situation as it is.

The Network Structure of Social Capital

Burt, R. Sutton and B. Staw (2000) perceives that an individual's achievement is strongly dependent on the relations with pertinent others outside and inside the organization The significance of social relations in the network structure for performance of individual can be captured by the concept social capital.

Applying Social Psychological Perspectives to the Sport Psychology Consulting Process

Brustad& Ritter-Taylor (1997) found that the majority of studies taken place to identify stress and coping with stress consider only individual characteristics their managing skills. The researcher should also include the social context into the study as social environment plays a significant role in managing stress of individual.

2.3 ACADEMIC AND WORKPLACE STRESS

The Effects of Educational Experiences on Personality Trait Development

Joshua J. Jackson (2011) discussed that exams and school stress is associated with the neuroticism. There is less stressor associated with the decrease neuroticism. Personality traits of school level assist in stress of college. Higher neuroticism in school results in higher stress in colleges which further led

to negative feeling of separation from family and generates feeling of dropout. Change in traits of personality is led by different experience of stress. High stress in college is positively related to neuroticism and negatively with conscientiousness, agreeableness, extraversion and openness.

The Importance of Religious Orientation in Managing Stress

Dr.Shadiya Mohamed Saleh Baqutayan (2011) found that belief of an individual on their respective religion help to give capability to manage stress. Limiting religion to line of thoughts with nominal action in that case capacity of stress cope up is low. A devotee is relieved by engaging him/herself in religious work. Thus academic stress is slightly related with religion.

Job Stress and Burnout among Lecturers

Dr. Samuel O. Salami (2011) describes three dimension of burnout which is job stress, social support and personality traits. Among them social support and personality depend on the individual. Both, environmental factors and personal factors associate with burnout. Finally, some intervention like management skills, social group and strong personality traits results in positive impact on managing burnout and stress.

Workplace Stress and the Student Learning Experience

Sarah Harper and Anne Stevenson (2006) observed that stress can impacted both positively and negatively on the learning experience of students'. However, majority of respondents consider themselves to be tremendously stressed and parallel levels perceive to facilitate stress which causes teaching of the lecturers to be under par, therefore may impact negatively on learning experience of the students.

Doctoral Student Attrition and Persistence

Bair and Haworth (2004) discussed the research on doctoral studies persistence and attrition demonstrates motivation to be strongly related with completion of doctoral degree.

Updating Theory on Organizational Stress: The Asynchronous Multiple Overlapping Change (AMOC) Model of Workplace Stress

Sikora, Beaty, &Forward (2004) examine the need of analyzing complexity in job stress in the competitive environment and thus added three theories which are: at the time of work there are multiple causes of job stress on an individual at a time. Secondly, the causes of job stress may not remain constant it keep on changing with the passage of time and situations. Finally, there is acceleration in the pace of workplace environment. Therefore, model formulate must include all theses complexity whenever analyses the stressor.

Job Stress and Burnout among Industrial and Technical Teacher Educators

Brewer, E.W. & McMahan, J. (2004) involved in the study various sources and factors of stress which have effect on job burnout of lecturers. Stress can effect on an individual's psychology, emotions and physical health.

How Family Background Influences Student Achievement

Barbara (2000) analyzed the strongest relationship between students' performance and family background in previous classes in school time. Then becomes weaker relationship in the upper classes and becomes very weak relation in the final year. The trend of individual's performance and background loses its importance as the learner grows older, however researcher still can't say that it does not have any influence on senior students.

SECTION 3: OBJECTIVES AND HYPOTHESIS

3.1Objectives of the Study

1) To study the educational models and programs promoting value based education in selected Indian institutions of higher learning.
2) To analyze the holistic impact of value education on students' personality development, academic stress management and academic performance.
3) To analyze the Socio-economic constraints and challenges affecting wider dissemination of value education programs in India.
4) To explore and analyze the impact of innovative 'stress buster' ingredients of value education in coping with academic and professional stress.
5) To recommend suitable academic pedagogies, curriculum structure and educational strategies for promoting value oriented academic programs.

3.2Hypothesis

H0: There is no significant impact of value based education on holistic personality development of students

Ha: There is significant impact of value based education on holistic personality development of students

Personality development of students can be done through holistic value education which results as attribute and behavior and development of various skills. (Hare, 2010.)

H0: There is no significant impact of value based education on academic stress management of students

Ha: There is significant impact of value based education on academic stress management of students

Value based education helps to understand all religion and religious activities helps individual to manage their stress (Paragment, 1985.)

H0: There is no significant impact of value based education on academic performance of students

Ha: There is significant impact of value based education on academic performance of students

Value based education helps to groom skills and self improvements which makes students' to perform better in their academics (Patel, 2003.)

H0: There is no significant impact of innovative stress buster ingredients of value based education in coping with academic stress

Ha: There is significant impact of innovative stress buster ingredients of value based education in coping with academic stress

Value based education aims to develop holistic personality development which develops an individual's range of skills and competency which further works as stress busters (Hare, 2006.)

H0: There is no significant impact of innovative stress buster ingredients of value based education in coping with professional stress

Ha: There is significant impact of innovative stress buster ingredients of value based education in coping with professional stress

Value based education aims to make holistic personality development of individuals and strong personality traits will further results in managing stress. (S.O. Samuel, 2011.)

SECTION 4: RESEARCH METHODOLOGY

4.1 Nature:

Present Research will be Descriptive research as the study will help us to find the value based model implemented, challenges and constraints faced of value based education and analytical research which include making critical evaluation of holistic impact of value based education on students.

4.2 Sources of Data:

Researcher will focus on primary data to analyze the holistic impact of value education on students' academic performance and stress management. The researcher will include the secondary sources of data in the form of gathering published materials such as extracts from relevant Journals and papers related to the study. It also includes Reports, Books, Blogs, Periodicals, Websites and other online resources covering the present study as secondary source.

4.3 Sampling Techniques:

This research will include the cluster sampling in which cluster of under graduate, post graduate and doctoral research will be formed which would include students studying at present as well as who has been placed on jobs from the selected Indian Institution. The cluster of students will be based on the following:

UNDER GRADUATION	POST GRADUATION	DOCTRAL RESEARCH
• B.Com	• M.Com	• M.Phil
• B.Sc	• M.Sc	• Ph.D
• B.A	• M.A	
	• M.B.A	

The above courses are selected on the basis of commonality in regular courses of the selected universities and students of different level like Under- graduation, Post-graduation, Research Scholar will include in the study to have clear understanding of Value Based Education.

4.4 Geographical Area Coverage (Scope): There are total 55 Universities in Uttar Pradesh according to Section 2(f) and Section 3 of the University Grant Commission Act, 1956 and four categories of universities are involved Central, State, Deemed and Private Universities.

Sample of Selected Institutions - Main campus of the Universities will be included in the study because quality assurance of Value Based Education is not always assured with affiliated colleges.

- Banaras Hindu University, Varanasi (Central University)
- Dr. BhimRao Ambedkar University, Agra (State University)
- Dayalbagh Educational Institute, Agra (Deemed University)
- Amity University, Noida (Private University)

Justifications of selection of universities:

- The study includes different categories of universities according to the list of Universities under Section 2(f) and Section 3 of the UGC Act, 1956 and one university is selected from each category that is Central, State, Deemed and Private University. Hence, number of university chosen is four.
- Universities had been chosen randomly from the list of top 10 universities of each category of universities of Uttar Pradesh, on the basis of number of students enrolled as per 2014.
- These universities have been identified based on their educational mission, curriculum structure and programs that are Value Oriented Education.
- Amity University has been ranked the number 1 private University. (Source : Education Times)

- Apart from the IITs and Delhi University, Amity University and Banaras Hindu University made an entry to the Asian Universities Ranking 2014 published by Quacquarelli Symonds (QS) as one of the Asia's top 300 universities.
- Banaras Hindu University is ranked third in India Today among India's Top 50 Universities of 2014.
- Dr. Bhimrao Ambedkar University is the oldest university among State universities of Uttar Pradesh.
- Ministry of Human Resource Development set a high power committee which ranked Dayalbagh Educational Institute 8 among 126 deemed universities of India.
- These universities have their core aim to develop overall personality of students by way of Value Based Education through running various related programmes and extra-curricular activities.

4.5 Sample Size:

The study will be conducted on finite population, so the sample size will be determined with the help of using Bill Godden's Formula. Bill Godden's formula will be applicable in the following way:

Sample Size: Infinite Population (where population is more than 50,000)

$$\text{Sample Size} = \frac{Z^2 * P\,(1-P)}{C^2}$$

$$\frac{1.96^2 * 0.5\,(1-0.5)}{(0.05)^2}$$

$$= 384.16$$

$$\text{Or} = 385 \text{ (approx.)}$$

Where;

- Z value = 1.96 on 95% level of confidence

The Z-value represents the probability that sample will fall within certain distribution. The Z value of 95% (1.96) which is universally accepted

- P = Percentage of population picking a choice, expressed as decimal which is 0.5 (50%)
- C = Confidence interval, i.e. 100- 95= +/- 5% , expressed as decimal 0.05

SAMPLE SIZE – Finite Population (where population is less than 50,000)

$$\text{New Sample Size} = \frac{SS}{1+ (SS- 1)/ Pop}$$

$$\frac{385}{1+ (385-1) / 29810}$$

$$385*29810 / 30194 = 380$$

Where, SS = Sample size calculated of infinite population

Pop = Population (9944+ 3370+ 1966+ 14530 = 29810)

(Source: Williamgodden.com, January 2004)

Justification for not considering finite correction factor:

The finite population correction factor has no or less effect on confidence interval width because the calculated finite sample size is less than 5 % of population i.e. 380.

(Source: wps.pearsoned.co.uk)

TABLE OF TOTAL POPULATION:

COURSES	**Banaras Hindu University (Central University)**	**Dr. Bhimrao Ambedkar University (State University)**	**Dayalbagh Educational Institute (Deemed University)**	**Amity University (Private University)**
A)Under Graduation				
• B.Com.	660	180	115	904

• B.Sc.	747	180	60	1364
• B.A.	2833	30	280	2274
Total	**4240**	**390**	**455**	**4542**
B) Post-Graduation				
• M.Com.	106	90	20	20
• M.Sc.	166	195	83	431
• M.A.	105	120	180	60
• M.B.A.	40	60	60	901
Total	**417**	**465**	**343**	**1412**
C) Doctral Research				
• M.Phil.	285	155	40	400
• Ph.D.	30	675	146	911
Total	**315**	**830**	**186**	**1311**
D)Alumni	**4972**	**1685**	**982**	**7265**
Grand Total	**9944**	**3370**	**1966**	**14530**

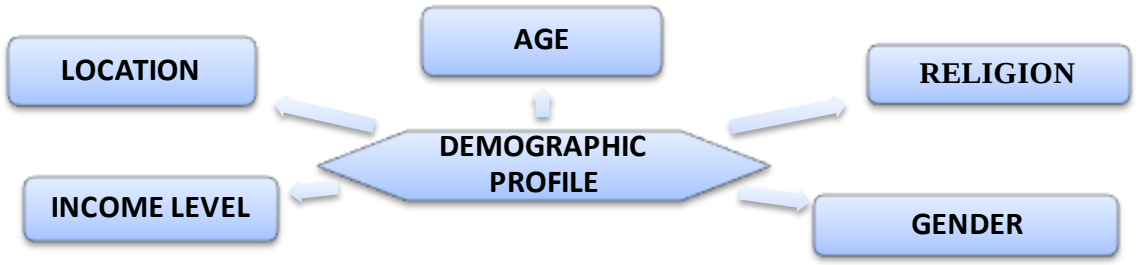
4.6 Sample Composition:

The proposed sample-plan is in proportion of their respective population size distribution

	Banaras Hindu University (Central University)	**Dr. Bhimrao Ambedkar University (State University)**	**Dayalbagh Educational Institute (Deemed University)**	**Amity University (Private University)**
Under Graduation	52	5	6	53
Post-Graduation	6	6	4	20
Doctral Research	5	11	3	20

Alumni	62	23	12	92
Total	125	45	25	185

The students will further be classified on their demographic socio-economic profile which will include:



4.7 Statistical Tool for Analysis:

- **Causal modeling:**

Causal modeling consists of variables which help to analysis the cause and effect relation of the variables. The causal loop model in this study helps to find how one or more variable affects one another and how different variables in a system are interrelated. This tool will helps to analyze the holistic impact of value education on students' personality development, academic stress management and academic performance and socio-economic constraints and challenges affecting dissemination and will also analyze the impact of innovative stress buster ingredients of value education in coping with academic and professional stress.

- **System dynamics:**

It is a powerful methodology to understand, discuss and explain complex problems with the help of causal loops and stock flow diagrams. In this study systems dynamics will help to understand discuss and explain complex problem arising in systems with the help of causal model. This tool will helps to analyze the holistic impact of value education on students' personality development, academic stress management and academic performance and socio-economic constraints and

challenges affecting dissemination of value education programs and recommending suitable pedagogies, curriculum structure and educational strategies.

- **Factor analysis:**

In the present study factor analysis is used to analyze numbers of dependent variables to indirectly identify certain aspects of independent variables (known as factors) affecting those dependent variables by reducing number of elements and show the interlink based on correlation. Further this tool will help to explore the unobserved variables in the study.

- **ANOVA:**

ANOVA (analysis of variance) is used to investigate and model the relationship between a dependent variable and one or more independent variables, when multiple samples are involved. In this study, there are more than two groups/ levels in independent and dependent variable (in some cases) where ANOVA will be applied for further analysis. This tool will help to analyze the holistic impact of value education on students' personality development, academic stress management and academic performance and innovative stress buster to manage academic and professional stress.

MANAGERIAL IMPLICATION:

Since Value based education helps to make holistic personality development of student and make individual a good citizen. Structure curriculum, pedagogies and educational strategies which indirectly help to reduce the level of stress of students which will further help to promote Value based education in all higher education institutions.

4.8 GANTT CHART

The proposed work plan will be conduct in the following chart:

Activity	**Year 2015-16**				**Months**						**Year 2016-17**	
	2	4	6	8	10	12	14	16	18	20	22	24
A. Literature review												
B. Data collection												
C. Research methodology work												
• Processing of Primary Data												
• Processing of Secondary data												
D. Result and discussion												
E. Final Review												
F. Thesis work												
G. Corrections												
H. Final Writing												

SECTION 6: PROPOSED CHAPTERIZATION OF THESIS

Chapter 1: Introduction

1.1. Value Based Education

1.2. Personality Development

1.3. Stress and Stress management

1.3.1 Academic Stress

1.3.2 Workplace Stress

1.4. Profile of selected institutions

1.5. Need of the study

Chapter 2: Review of Literature

2.1 Value Based Education

2.2 Personality Development

2.3 Stress Management

Chapter 3: Research Methodology

3.1 Objectives of the Research

3.2 Nature of the study

3.3 Sampling Technique

3.4 Geographical Coverage

3.5 Sample Size and Statistical Techniques

Chapter 4: 4.1 **Findings and Analysis of Data**

4.2 **Interpretation of Data**

Chapter 5: 5.1 **Conclusion & Suggestions**

5.2 **Future Implication**

References and Bibliography

Annexure

REFERENCES

- Bair, C. R. (2004). Doctoral student attrition and persistence. Ph D Thesis.
- Baqutayan, D. M. (2011). The importance of religious orientation in managing stress . International Psychological Studies, 3.
- Barbara. (2000). How Family Background Influences Student Achievement. Educational Research Institute, Slovenija .

- Brewer, E. &. (2004). Job stress and burnout among industrial and technical teacher educators. 1-17.
- Brustad, R. J.-T. (1997). Applying social psychological perspectives to the sport psychology consulting process. The Sport Psychologist, 1, 107-119.
- Burt, R. S. (2000). The Network Structure Of Social Capital. Research in Organizational Behavior , 345-423.
- Connor-Smith, J. K. (2007). Relationship between personality and coping: A meta-analysis. Journal of Personality and Social Psychology , 1080-1107.
- Hare, J. 2. (2006). Towards an Understanding of Holistic Education in the Middle Years of Education. Journal of research in education, 5, 301-22.
- Hare, J. (2010). Holistic education: An interpretation for teachers in the IB programmes. Baccalaureate Organization International .
- Jackson, j. J. (2011). The Effects Of Educational Experiences On Personality Trait Development.
- Jain, S. v. (2013). A Study On Relationship Of Demographic Variables With Stress Felt By Student Community . International Journal of Research in Management Science and Technology, 1 (1).
- Jindal. J. (2013, Sep). Value Based Education -- Need of the Day. International Journal of Emerging Research in Management &Technology. 2 (9)
- Krishnamurti, J. (2000). Life Ahead. Chennai: Krishnamurti Foundation.
- Kumar, K. B. (2011). A demand of value based higher education system in India: A comparative study. Journal of Public Administration and Policy Research, 3 (5), 156-171.
- Mroczek, D. K. (2004, April). The Effect of Daily Stress, Personality and Age on Daily Negative Affect . Journal of Personality .
- Nasrin. (2012, Nov). Value based environmental education. Global Research Analysis, 1(5).

- Pant, P. S. (2010). Education for Values in Schools- A Framework. Department of Educational Psychology and Foundations of Education (NCERT) .
- Pargament, K. I. (1985). God help me: Toward a theoretical frame work of coping for the psychology of religion. Journal for the Scientific Study of Religion, 2, 195-224.
- Parks, S. (2000). Big questions, worthy dreams: Mentoring young adults in their search for meaning, purpose, and faith. Jossey-Bass,San Francisco .
- Patel, N. (2003). A Holistic Approach to Learning and Teaching Interaction: Factors in the Development of Critical Learners. The International Journal of Educational Management , 17, 272-284.
- Ritter-Taylor, B. &. (1997). Applying Social Psychological Perspectives to the Sport Psychology Consulting Process.
- Salami, D. S. (2011, may). Job stress and burnout among lecturers: Personality and social support as moderator. Asian Social Science .
- Sikora, P. B. (2004). Updating theory on organizational stress: The asynchronous multiple overlapping change (AMOC) model of workplace stress. Human Resource Development Review , 3-35.
- Stevenson, S. H. (2006). Workplace stress and the student learning experience. Emerald Group Publishing Limited, 14, 167-178 .
- Strubler, D. P. (2011). Framework for international adjustment model: A prescriptive approach. Journal of International Business Research, 10, 103.
- Tomey, T. L. (009). Value Education and Quality teaching.
- DEIProspectus. (2015-16). Retrieved July Tuesday, 2015, from deiacin: www.dei.ac.in/dei/files/admission2015/DEI_Prospectus_2015_16.pdf
- Levinetopic. (2007-08). Retrieved July Tuesday, 2015, from wps.pearsoned: www.wps.pearsoned.co.uk/wps/media/.../levine-smume6_topic_08-07.pdf
- Ug courses. (2015-16). Retrieved July Tuesday, 2015, from bhu.ac.in:

www.bhu.ac.in/education/ugcourses.pdf

- Pgcourse.(2015-16). Retrieved July Tuesday, 2015, from bhu.ac.in: www. bhu.ac.in/education/pg.pdf
- AdmissionProspectus (2015-16). Retrieved July Tuesday, 2015, from amity.edu http://amity.edu/Admission/admission_prospectus.pdf
- Samplesizeformula. (2004). Retrieved July Tuesday, 2015, from williamgodden.com www.williamgodden.com/samplesizeformula.pdf
- Ranking. (2015). Retrieved July Tuesday, 2015, from indiatimes.com www. timesofindia.indiatimes.com › City May 8, 2015
- about-ranked-no1. (2014). Retrieved July Tuesday, 2015, from amity.edu www.amity.edu/about-ranked-no1.aspx
- Dr.BRAmbedkaruniversity. (2014) Retrieved July Tuesday, 2015, from wikipedia.org/ https://en.wikipedia.org/wiki/Dr._B._R._Ambedkar_University

PRIYANKA SINGH
Research Scholar
Department of Management
Faculty of Social Sciences

DR. SANJAY BHUSHAN (Supervisor)
Associate Professor
Department of Management
Faculty of Social Sciences

DR. SUNITA KUMARI (Co-Supervisor)
Assistant Professor
Department of Management
Faculty of Social Sciences

PROF. SANJEEV SWAMI
Head of Department
Department of Management
Faculty of Social Sciences

PROF.S.P SRIVASTAVA
Dean (Faculty of Social Sciences)